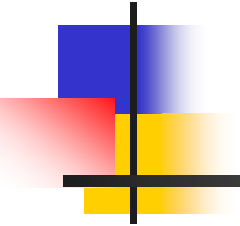


Framework for Accountability for New Jersey Districts and Schools



New Jersey Department of Education
Division of Student Services
Office of Title I Program Planning and Accountability



Presentation Format

- The Context of Accountability in No Child Left Behind
- Definition/Explanation of Adequate Yearly Progress
- New AYP benchmarks
- The NCLB Accountability System



Introduction

- On Jan. 8, 2002, President Bush signed into law the *No Child Left Behind* Act of 2001 (NCLB).
- This new law represents some of the most significant changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965.



Introduction

- The act contains four basic education reform principles:
 - **increased focus on accountability,**
 - increased flexibility and local control,
 - expanded educational options for parents, and
 - focus on research-based methods and practices.



Stronger Accountability for Results

- Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools.
- By the 2005-06 school year, tests must be administered every year in grades 3 through 8 and one year in grades 10-12.
- States must develop standards in science by the 2005-06 school year.
- Beginning in the 2007-08 school year, science achievement must also be tested.



Guidelines for Assessing Students

- The goal is for all students to be assessed.
 - At least 95 percent of each student group must participate in the assessment process.
 - However, students who have been enrolled for less than one academic year will not be included in the accountability process.
- Students with disabilities must be assessed with accommodations or an Alternative Proficiency Assessment (A.P.A.).



Guidelines for Assessing Students

- Students with disabilities who are moved from their neighborhood school to receive services at other schools will be included in their home school's accountability process.
- Students with limited English proficiency must also be assessed, with accommodations. (In New Jersey, a Spanish translation of the new grade 3 and 4 assessments has been written into the state's RFP).



Adequate Yearly Progress

- Each state must establish a definition of Adequate Yearly Progress (AYP) to measure the yearly incremental progress of schools in reaching **100 percent proficiency** by the 2013-14 school year.
- Each state must establish a minimum standard for percentage of students proficient for each year during that period.



Adequate Yearly Progress

- Student progress will also be assessed by student groups (racial/ethnic, income, limited English proficiency, students with disabilities).
- Starting points were established for language arts/literacy and math for the: 4th, 8th, and 11th grades.



Establishing Adequate Yearly Progress

- States are required to raise the standard once in the first two years, then at least every three years afterward. So standards will be raised 2005, 2008, 2011 and 2014.
- In 2014 all groups must attain 100% proficiency in language arts/literacy, math and science.



Preliminary Starting Points for AYP

	ESPA	GEPA	HSPA
Language Arts/Literacy	68	58	73
Mathematics	53	39	55



Incremental Increases in Expectations

		Starting Point 2003	2005	2008	2011	2014
Language Arts/Literacy	Grade 4	68	75	82	91	100
	Grade 8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Grade 4	53	62	73	85	100
	Grade 8	39	49	62	79	100
	Grade 11	55	64	74	86	100



School-level Accountability

- Each school's proficiency statistics in each area (reading and math) and student subgroup will be compared to the statewide benchmark.



School-level Accountability

- Results for subgroups with fewer than **20** students will be suppressed or excluded from the analysis.
- A misclassification rate of 5% will also be applied.
- If a subgroup is identified as not having met AYP, “safe harbor” may be reached if the percentage of students not meeting AYP has decreased by 10% from the previous school year.



"Safe-Harbor"-Students Meeting Adequate Yearly Progress

4th Grade - Language Arts/Literacy 68%			
Group	Percent Proficient 2001-02 (%)	Percent Proficient 2002-03 (%)	Safe Harbor
Black	55	69	PASS
Hispanic	68	70	PASS
Asian	60	71	PASS
LEP	20	28.9	√
Low-income	75	74	PASS
Students with disabilities	25	33	√
Total Students	60	70	PASS



Multiple Measures

- States must also utilize additional indicators of student performance or achievement along with the statewide assessments.
 - At the secondary or high school level, graduation rate will be used. This needs to be fully defined.
 - At the elementary level, the state chose attendance rate.



Multiple Measures

- As is the case with student assessments, multiple measure indicators must be reported by student subgroup if safe harbor is applied.
- Multiple measures may be used to identify more schools for improvement but not to remove schools that would have been identified with the student assessment.



The School Improvement Identification

- Schools that have not made adequate yearly progress for **two** consecutive school years in the same content area will be identified as needing school improvement before the beginning of the next school year.



Stronger Accountability for Results

- Schools will be responsible for improving the academic performance of all students, and there will be *real consequences* for districts and schools that fail to make progress.



The School Improvement Process-Sanctions

- Immediately after a school is found to be in need of improvement, the school teams will receive help and technical assistance from the district.
- These schools will develop a two-year improvement plan to turn around the school.
- Every student in the school will be given the option to transfer to a better public school (not identified for improvement) in the district.



The School Improvement Process-Sanctions

- If the school does not make adequate yearly progress for **three** consecutive years, the school remains in school improvement and the district must continue to offer public school choice to all students.
- The school must also provide **supplemental educational services (SES)** to disadvantaged children.
- Parents can choose the services their child will receive from a list of approved providers.



The School Improvement Process-Sanctions

- If the school fails to make adequate yearly progress for **four** consecutive years, the district must implement certain corrective actions to improve the school, such as:
 - replacing certain staff or
 - fully implementing a new curriculum
- The school must continue to offer public **school choice** and pay for **supplemental services**.



The School Improvement Process-Sanctions

- If a school fails to make adequate yearly progress for **five** consecutive years, the school will be identified for restructuring.
- First, the school must develop a plan and make the necessary arrangements to implement significant alternative governance actions, such as:
 - state takeover,
 - the hiring of a private management contractor,
 - converting to a charter school, or
 - significant staff restructuring.
- The school must continue to offer public **school choice** and pay for **supplemental services**.



The School Improvement Process-Sanctions

Year	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Status	Baseline year	Fail to make AYP	Fail to make AYP	1 st year of school improvement	2 nd year of school improvement	3 rd year of school improvement	4 th year of school improvement
Services from District	None	None	None	Technical assistance	Technical assistance	Corrective action	Restructuring
Parental Choice	None	None	None	School choice	School choice SES	School choice SES	School choice SES



The School Improvement Process-Sanctions

- Schools that have been identified for school improvement under the previous authorization of 1994 (IASA) are subject to the school improvement cycle for NCLB.
- Schools in the first year of school improvement for 2001-02 school year retain their first-year status for 2002-03.



The School Improvement Process-Rewards

- NCLB authorizes:
 - State Academic Achievement Awards to schools that close achievement gaps or exceed AYP requirements;
 - The designation of schools that make the greatest achievement gains as Distinguished Schools or
 - Staff recognition in schools that receive achievement awards.



Further Work

- Defining graduation rate and how to calculate and collect the data.
- Sanctions for non – Title I schools.